**Program Application Worksheet for New Programs**

Title: **Public Health Education and Promotion Specialist** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Award: **Associate of Applied Science**

CIP Code: 51.0001 CIP Title: Health and Wellness

CIP 7:\_\_\_\_\_\_ CIP 8: \_\_\_\_\_\_ Credits: \_\_\_\_\_\_\_\_**96-97**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ POC: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Length: **2 Years** Date Implemented:  **9-28** Term Implemented: **Fall** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year Implemented:  **2015**

Business Industry? **Health**

**Career Area (please check the appropriate area)**

\_\_Agriculture, Food and Natural Resources Systems

\_\_Arts, Information and Communications

\_\_Business and Management

X\_Health Services

\_\_Human Resources

\_\_Industrial and Engineering Systems

**Program Summary**

This will be a program of study that prepares individuals to assume roles as health education, promotion and wellness professionals in private business and industry, community organizations, and health care settings. Areas this may include are; personal health, community health and welfare, nutrition, disease prevention and causation, mental and developmental health, fitness, occupational or environmental health and safety, health navigation as well as health behavior change and intervention.

Students in this program will be trained to become agents for positive health behavior change in the community. This program will provide students with experience, knowledge, and strategies to utilize and apply the skills needed to improve and promote personal and community health outcomes. The core classes in this program will focus on the scientific dimensions within the academic fields of Health Education/Promotion and Public Health which include the exploration of physical, social, emotional, mental, psychological, occupational, and environmental aspects of both personal and community health and well-being and the prevention of disease, disability and chronic health issues. Because of the multidisciplinary nature of this field, students will also take a wide variety of classes from the social science, biological science, psychological science, and human services academic areas.

This program is designed to prepare students to enter the private and public workforce within the following fields: health education and promotion, wellness specialists, public health advocate, planners presenters and research assistants, safety and disease prevention specialists, personal health coach-navigator, retirement and home health-activity coordinators, community health advocates and workers, personal health caregivers, occupational and environmental health specialist, assistants, mental/social health advocates, violence prevention educators, and all employment opportunities that require the skills and understanding of individual and community-health promotion, disease prevention, education and advocacy.

**Program Contact Information**

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Contact Dept.: **Health and Physical Education** Contact Email: **cousars@lanecc.edu**

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**Financial Assistance Options Available to Students in this Program (Check all that apply)**

Federal: **X** Workforce Investment Act - ITA: **X** Veterans Benefits: **X**

State of Oregon: \_X\_\_ Describe: \_\_**Oregon Opportunity Grant**

College: \_X\_\_ Describe: \_\_**College Foundation Scholarships**

Private Business, foundation aid: \_\_X\_\_ Describe: **\_\_\_The Ford Foundation Scholarship**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_ Describe:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standard A: Need**: **The community college provides clear evidence of the need for the program.**

The area of Health Education and Promotion is on a 21% of average growth rate nationally and the outlook for the future is optimistic due to national changes in access to health care and preventive services. The Affordable Care Act of 2010 created a Prevention and Public Health Fund which is a new dedicated investment in promotion of wellness, disease prevention and protection for public health emergencies/disasters. We believe this new investment will also bring an increased focus on prevention which will require a new generation of educated specialists from the bottom of the career ladder to the top. Preventable chronic diseases such as heart disease, stroke and diabetes are responsible for 7 out of 10 deaths among people in the U.S. each year and account for 75% of the nation’s health care spending. The need to focus on prevention not only will improve our health it will significantly control government and individual spending on health care costs. According to a report from Trust of America’s Health, investing $1 in proven community-based programs could bring back $5.60, which is a significant return on this important investment (<http://www.hhs.gov/HealthCare> ).

After reviewing the data on job openings in Oregon, Washington and California as well as communicating with local professionals and organizations offering jobs in this area we believe that there is a need for affordable, lower wage workers within this field. The minimum degree in Health Education is generally a bachelor’s degree, however upon looking at the current job openings and the stated hiring requirements for many of these positions and communicating with some of these agencies and healthcare organizations, we found that the jobs did not consistently specify that the applicant have an advanced degree, such as a bachelor’s degree.

Between November 2014 and January of 2015, fifteen businesses were contacted in the Pacific Northwest that had a current job position posted in the Health Education, Wellness, Public Health areas. Employers were asked if they would be open to hiring a person who received an AAS degree in Public Health Education and Promotion even if there current job posting required a Bachelor’s degree (average annual wage in Lane County for Health Educator is $69,310). Of the twenty five employers that I was able to talk with (from Oregon, Washington and California), twenty three said they would consider this, particularly if they knew a bit more about the program and the other two said that they would highly consider this for positions that were at a lower pay scale and **would also be more likely to hire lower paid assistants in this area if there was an applicant pool who had this formal training/degree**. This information was also presented to our advisory committee and the feedback was very positive regarding the opportunity to utilize students in co-op internships and have a potential labor force in this field and the ability to offer a medium wage position.

Due to the Affordable Care Act, there is a national trend and need for integrating Health Promotion skills into Social work, Humans services and healthcare. We believe that Lane has an opportunity to address this trend by adding a Public Health Education and Promotion focused AAS degree as well as future certificates in specialized areas. We also think that because Lane already has an AAS degree in Human Services which is a closely aligned field with Public Health Education and Promotion, we have a perfect opportunity to expand student’s opportunities to come away with several certificates that will be designed to help student’s increase their employment opportunities in both of these areas, which often overlap and are supportive of each other.

The Health Education, Human Services and Health Occupations faculty and division deans are currently in collaboration and agreement on the benefits of this joint effort that could be a timely and unprecedented alignment of Health and Human Services within the community college system. The League of Innovation has been working on the integration of public health curricula into the community college system and this is our opportunity to be ahead of the curve on innovation, interdisciplinary collaboration and the outcome of student success and employability (<http://www.league.org/ccph/>).

**Standard B: Collaboration**: **The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.**

The Health Education, Human Services and Health Occupations faculty and division deans are currently in collaboration and agreement on the benefits of this joint effort which could be a timely and unprecedented alignment of Health and Human Services within the community college system. The League of Innovation has been working on the integration of public health curricula into the community college system and this is our opportunity to be ahead of the curve on innovation, interdisciplinary collaboration and the outcome of student employability and success (<http://www.league.org/ccph/>).

This program will be collaborating with our local Community Health, Wellness and Safety providers to ensure a beneficial experience for both the student and the community. Students will spend their final year of the program completing internships both on campus and at local community health clinics. We are working closely with our advisory committee members, their organizations and other health related organizations to create mutually supportive relationships that lead to job experience, potential employment and service within our community. A few of potential job sites for students to gain important experience include; Food for Lane County, Community Health Clinics, LCC Health Clinic, LCC Employee Wellness Program, Volunteers in Medicine, Whitebird Medical, HIV Alliance, the YMCA Senior living, retirement facilities, Oregon OSHA- Eugene, and other safety and health providers that we are developing relationships with.

**Standard C: Alignment**: **The program is aligned with appropriate education, workforce development,** **and economic development activities.**

* Active collaboration and support from LCC Social Science and Health Professions divisions to ensure that this program does not conflict with any other current program such as community health worker
* Community collaboration and support through our Advisory Committee and the placement of students at local health agencies for co-op internships and potentially future jobs
* Articulation with high schools due having courses in the program that are offered through high school connections
* Innovative program that is being built using only classes that are currently offered at Lane to meet the outcomes for this field. After reviewing job outlook in eastern to middle portion of U.S. it is clear that the potential growth due to the rising cost of health care that is not sustainable economically and the need for a preventive approach to ensure a healthy population this program will be a needed asset at Lane and in our community.
* Course equivalencies and articulation agreements with universities.  A Health Education Career Pathway has already been established with existing course equivalencies with Oregon State University and some courses within the program have course equivalencies with Portland State University and Western Oregon University.  We will also develop articulation agreements with Oregon State University, Portland State University and Western Oregon University all of whom have Bachelors and Graduate degrees in this field.

**Standard D: Design: The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.**

**Learning Outcomes**:

The graduate will:

* Demonstrate skills and abilities to utilize current research, plan, develop, organize and assess materials and presentations to appropriately communicate information with individuals and the public about current individual and public/community health issues including:
  + The personal and societal determinants of health
  + Community and interpersonal violence
  + Personal behavior change
  + Chronic and communicable disease causation and prevention
  + Individual and societal impacts of Obesity, hunger, and malnourishment
  + Drug addiction care and prevention
  + Environmental Health issues such as air and water pollution and the connection between ecological and human health issues
  + Social and cultural paradigms that can impact individual- and community-health equity and outcomes
  + Health-care access and issues
  + Reproduction and sexual health including the prevention of unplanned pregnancies and sexually transmitted disease
  + Emergency response and first aid
  + Workplace health and safety
  + Prevention and response related to global and community disasters
  + Fitness and physical activity
* Develop curriculum for presentations, classes, activities, online courses, and web content
* Conduct individual and group learning experiences and activities both in person and online
* Utilize the skills needed to organize and coordinate events, meetings, workshops, conferences and fundraising
* Demonstrate writing proficiency necessary for grant funding, legislation development, published resources for web content, policies and procedures and other materials needed.
* Demonstrate computer skills with a variety of programs and databases for research, writing, web development, and organizational planning.
* Conduct, record and analyze simple health assessments including blood pressure, body mass index, target heart rate and nutritional screenings
* Collect and analyze data including conducting field tests and interviews when needed
* Plan and conduct assessments audits and evaluations for individuals, community, and the workplace
* Ability to integrate social marketing within, public speaking, planning, curricula and written materials
* Demonstrate the ability to clearly articulate ideas, reasoning and confidence in public speaking
* Utilize collaborative, emotionally intelligent, and culturally competent team skills in the design and implementation of health education and public health classes and programs for diverse individuals and populations
* Create and utilize appropriate community networks and resources to ensure that individuals and community groups have access to appropriate support systems
* Develop and implement policies, legislation, and individual behavior-change agreements and community health action plans for the prevention of disease, accidents, injuries, and disasters
* Develop and utilize efficient organizational processes to ensure prompt follow-up, tracking, and project management
* Utilize motivational interviewing techniques and community surveys to assist in the planning, assessment, and implementation of individual and community health promotion plans and programs

**Standard E: Capacity: The community college identifies and has the resources to develop, implement, and sustain the program:**

* The development and implementation of this program should not cost the college any increase in funding other than a possibility of a one course release for an instructor if the program size becomes significant enough to warrant the need for coordination efforts.
* This program was designed to keep college costs low and combine the courses that we already offer in the Field of Public Health Education and Promotion and its varied interdisciplinary fields, to create an AAS degree.
* We believe this program will not only be popular but very sustainable for students that are already interest in the field of health education and would like to receive a terminal degree that they could use to find a job.
* We will also plan to create certificates of completion in various specialty areas of health education and promotion so that students who are in other related programs can add to their employment opportunities. An example might be a certificate in Women’s health or Environmental health which could be useful to anyone entering the public, health and human services fields.

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| ***PROPOSED* CURRICULUM [List in a Defined Sequence of Courses Format,**  **e.g., Quarter-to-quarter mapping]** | | | |
| Course Number | **Course Title** | **Clock Hours** | **Credits** |
| **Year One**  **Fall Term** |  |  |  |
| HE152 | Drugs, Society & Behavior | 30 to 36 | 3 |
| HO100 | Medical Terminology | 30 to 36 | 3 |
| WR121 | Introduction to Academic Writing | 40 to 48 | 4 |
| **Choice of:**  SOC205  SOC206  SOC218 | Social Stratification and Social Systems  Institutions and Social Change  Sociology of Gender | 40 to 48 | 4 |
| HE209 | Human Sexuality | 30 to 36 | 3 |
| **Winter Term** |  |  |  |
| HE275 | Lifetime Health and Fitness | 30 to 36 | 3 |
| HI101 | Introduction to Health Care and Public Health in the US | 40 to 48 | 4 |
| CG203 | Human Relations at Work | 30 to 36 | 3 |
| **Choice of:**  PSY201  PSY202  PSY239  PSY215 | General Psychology  General Psychology  Introduction to Abnormal Psychology  Lifespan Developmental Psychology | 40 to 48  40 to 48  30 to 36  40 to 48 | 4  4  3  4 |
| HO150 | Human Body Systems 1 | 30 to 36 | 3 |
| **Spring Term** |  |  |  |
| HO152 | Human Body Systems 2 | 30 to 36 | 3 |
| MTH025 | Basic Mathematics Applications | 30 to 36 | 3 |
| HE125 | Workplace Health and Safety | 30 to 36 | 3 |
| HS228 | HIV/AIDS Other Infectious Diseases | 20 to 24 | 2 |
| COMM112 | Persuasive Speech | 40 to 48 | 4 |
| **Year 2**  **Fall Term** |  |  |  |
| HE250 | Personal Health | 30 to 36 | 3 |
| WR122 | Composition: Argument, Style and Research | 40 to 48 | 4 |
| **Choice of:**  COMM105  COMM115  COMM218 | Listening and Critical Thinking  Introduction to Intercultural Communication  Interpersonal Communication | 40 to 48 | 4 |
| COOP280 | Health Education | 108 | 3 |
| HE 252 | First Aid: Responding to Emergencies | 30 to 36 | 3 |
| **Winter Term** |  |  |  |
| HE255 | Global Health and Sustainability | 40 to 48 | 4 |
| FN225 | Nutrition | 40 to 48 | 4 |
| COOP280 | Health Education | 108 | 3 |
| PE requirement | Choice of any two 1 credit PE courses from list | 30 to 36 | 2 |
| **Choice of:**  HS107  HS235  EXMS214 | Aging: A Social and Developmental Perspective  The Aging Mind: Understanding and Adapting to Change  Physiology of Exercise & Healthy Aging | 30 to 36 | 3 |
| **Spring Term** |  |  |  |
|  |  |  |  |
| HS231 | Advanced Interviewing and Counseling | 30 to 36 | 3 |
| SOC108A | Selected Topics: Women’s Bodies | 30 to 36 | 3 |
| COOP280 | Health Education | 108 | 3 |
| HE240 | Holistic Health | 30 to 36 | 3 |
|  | Choice of:  BI 103G or  BI 103M | 60 to 72 | 4 |

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| **TOTAL *PROPOSED* CREDITS:** | 97-98 |

**Division Deans Signature:**

|  |  |
| --- | --- |
| **Name**  **(Printed or typed)** |  |
| **Signature** |  |
| **Title** |  |
| **Date** |  |

**Executive Dean for Academic and Student Affairs Signature:**

|  |  |
| --- | --- |
| **Name**  **(Printed or typed)** |  |
| **Signature** |  |
| **Title** |  |
| **Date** |  |

**Vice President for Academic and Student Affairs Signature:**

|  |  |
| --- | --- |
| **Name**  **(Printed or typed)** |  |
| **Signature** |  |
| **Title** |  |
| **Date** |  |